

# Sociology 180E – Comparative Perspectives on US and European Societies: Education

Spring 2023

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Class Time: MWF 2:00 – 3:00 PM

Class Location: Mulford 159

Office Hours: Fridays 9:00 AM – 11:00 AM.

## Course Description

How does education as a social practice compare across Europe and the United States? Which theories can help us understand the occupational and educational inequalities? How can sociologists measure educational differences across Europe and the US? How does one assess the validity and reliability of social research in a global educational system? This course explores educational systems across Europe and the United States. It reviews social theories of comparative education, introduces social processes that may explain educational outcomes across diverse contexts, and discusses the implications of educational inequality for the international community.

## Grading Policy

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|---|-----|
| <b>Midterm (March 6<sup>th</sup>)</b>   | 35% |
| <b>Book Project (April 24<sup>th</sup>)</b>   | 15% |
| <ul style="list-style-type: none"><li>(Please select one book from a country of choice. You will answer a series of questions connected to that material. Please submit the answers to those questions by April 24<sup>th</sup>.)</li></ul> |     |
| <b>Final</b>  | 50% |

## Course Policies

- 1) **Strategize for Success:** This course consists of many readings. Read as much as you can before the lecture, so that you can contribute to the discussion. Success in this course will require staying organized and taking notes.
- 2) **Uphold Academic Honesty:** Use appropriate references when completing exams and assignments. Create work that is original, so that others can learn from your unique contribution and important perspective.
- 3) **Keep me Updated:** If something unexpected happens in life, please keep me updated so that we can plan accordingly. This course is not meant to stress you out, rather to help you understand an exciting topic.

Required Books:

Apple, M., Ball, S., Gandin, L. (2010) *The Routledge International Handbook of the Sociology of Education* Routledge.

Arnove, R., Torres, C., and Franz, S., (2013) *Comparative Education: the Dialectic of the Global and the Local* Rowan and Littlefield Publishers.

(Please read one of the following books, depending on a country of interest (US, England, or Finland). This is a chance for you to learn more about this specific country, whilst applying the concepts from the Sociology of Education.)

*The United States*

Ravitch, D. (2020) *Slaying Goliath The Passionate Resistance to Privatization and Fight to Save America's Public Schools* Knopf.

*England*

Reay, D. (2017) *Miseducation Inequality, Education and the Working Classes* Policy Press

*Finland*

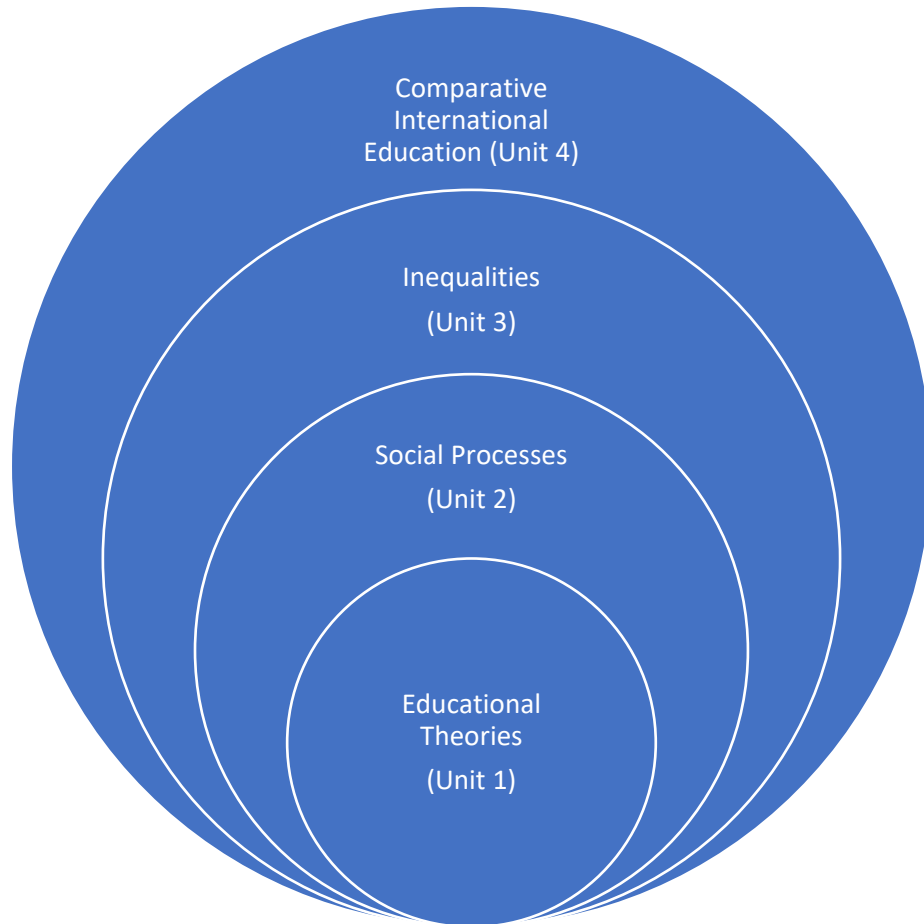
Sahlberg, P. (2021) *Finnish Lessons 3.0* Teachers College Press.

**Mental Health and Wellness:** All students — regardless of background or identity — may experience a range of issues that can become barriers to learning. These issues include, but are not limited to, strained relationships, anxiety, depression, alcohol and other drug problems, difficulties with concentration, sleep, and eating, and/or lack of motivation. Such mental health concerns can diminish both academic performance and the capacity to participate in daily activities. In the event that you need mental health support, or are concerned about a friend, UC Berkeley offers many services, such as free short-term counseling at University Health Services. An excellent campus website having links to many resources is: <http://recalibrate.berkeley.edu/> Another campus website addressing mental health services in specific reference to this time of the coronavirus pandemic is: <https://uhs.berkeley.edu/coronavirus/student-mental-health>

**Remember that seeking help is a good and courageous thing to do — both for yourself and for those who care about you.**

## Course Schedule

There are four main units within this course. We review educational theories, reveal social processes, explore educational inequalities across Europe and the US, and introduce methods of comparing systems of international education.



## Unit 1: Educational Theories



January 18<sup>th</sup>

- Introduction

January 20<sup>th</sup>

- Susan Robertson, “‘Spatializing’ the Sociology of Education: stand points, entry-points and vantage points.” 15-26.

January 23<sup>rd</sup>

- Inés Dussel, “Foucault and Education.” 27-36.

January 25<sup>th</sup>

- David Gillborn and Gloria Ladson-Billings, “Education and Critical Race Theory.” 37-47.

January 27<sup>th</sup>

- Johannah Fahey and Jane Kenway, “The Ethics of National Hospitality and Globally Mobile Researchers.” 48-57.

January 30<sup>th</sup>

- Meg Maguire, “Towards a Sociology of the Global Teacher.” 58-68.

February 1<sup>st</sup>

- Ursula Hoadley and Jonah Miller, “Codes, Pedagogy, and Knowledge: Advances in Bernsteinian Sociology of Education.” 69-78.

February 3<sup>rd</sup>

- Mark Olssen, “Social Democracy, Complexity and Education: Sociological Perspectives on Welfare Liberalism.” 79-89.

February 6<sup>th</sup>

- Neil Selwyn, “The ‘New’ Connectivities of Digital Education.” 90-98.

February 8<sup>th</sup>

- Carol Vincent, “The Sociology of Mothering.” 109-120.

February 10<sup>th</sup>

- Philip A. Woods, “Rationalisation, Disenchantment and Re-enchantment: Engaging with Weber’s Sociology of Modernity.” 121-131.

February 13<sup>th</sup>

- Deborah Youdell, “Recognizing the Subject of Education: Engagements with Judith Butler.” 132-142.

## Unit 2: Social Processes



February 15<sup>th</sup>

- Stephen J. Ball, “New States, New Governance and New Educational Policy.” 155-167.

February 17<sup>th</sup>

- Bob Lingard, “Towards a Sociology of Pedagogies.” 167-178.

February 20<sup>th</sup>

- Presidents’ Day Holiday

February 22<sup>nd</sup>

- Andrew Brantlinger, Laurel Cooley, and Ellen Brantlinger, “Families, Values, and Class Relations: The Politics of Alternative Certification.” 179-189.

February 24<sup>th</sup>

- Greg Dimitriadis, “Popular Culture and the Sociology of Education.” 190-199.

February 27<sup>th</sup>

- John Evans, Brian Davies, and Emma Rich, “Schooling the Body In Performative Culture.” 200-212.

March 1<sup>st</sup>

- Adam Gamoran, “Tracking and Inequality: New Directions for Research and Practice.” 213-228.

March 3<sup>rd</sup>

- Phillip Brown and Hugh Lauder, “Economic Globalisation, Skill Formation, and the Consequences for Higher Education.” 229-240.

March 6<sup>th</sup>

- **Midterm**

March 8<sup>th</sup>

- Pauline Lipman, “Education and the Right to the City: The Intersection of Urban Policies, Education, and Poverty.” 241-252.

March 10<sup>th</sup>

- Maria Alice Nogueira, “A Revisited Theme – Middle Classes and the School.” 253-263.

March 13<sup>th</sup>

- António Nóvoa, “Governing without Governing: The Formation of a European Educational Space.” 264-273.

March 15<sup>th</sup>

- Boaventura de Sousa Santos, “The University in the Twenty-First Century: Toward a Democratic and Emancipatory University Reform.” 274-284.

### Unit 3: Inequalities



March 17<sup>th</sup>

- Kathleen Lynch, Margaret Crean, and Marie Moran, “Equality and Social Justice: The University as a Site of Struggle.” 296-305.

March 20<sup>th</sup>

- Jill Blackmore, “Educational Organizations and Gender in Times of Uncertainty.” 306-317.

March 22<sup>nd</sup>

- Pat Thomson, “Bringing Bourdieu to ‘Widening Participation’ Policies in Higher Education: a UK case analysis.” 318-328.

March 24<sup>th</sup>

- Agnés Van Zanten, “The Sociology of Elite Education.” 329-339.

March 27<sup>th</sup> – 31<sup>st</sup>

- Spring Holiday

April 3<sup>rd</sup>

- Ramón Flecha, “The Dialogic Sociology of Learning Communities.” 340-348.

April 5<sup>th</sup>

- Diane Reay, “Sociology, Social Class, and Education.” 396-404.

April 7<sup>th</sup>

- Lois Weis, “Social Class and Schooling.” 414-423.

## Unit 4: Comparative International Education



April 10<sup>th</sup>

- Robert Arnove, “Introduction: Reframing Comparative Education: The Dialectic of the Global and the Local.” 1-26.

April 12<sup>th</sup>

- Anthony Welch, “Technocracy, Uncertainty, and Ethics: Comparative Education in an Era of Postmodernity and Globalization.” 27-54.

April 14<sup>th</sup>

- Joel Samoff, “Institutionalizing International Influence.” 55-88.

April 17<sup>th</sup>

- Raymond Morrow and Carlos Torres, “The State, Social Movements, and Educational Reform.” 89-113.

April 19<sup>th</sup>

- Vandra Lea Masemann, “Culture and Education.” 113-132.

April 21<sup>st</sup>

- Christine Fox, “The Question of Identity from a Comparative Education Perspective.” 133-148.

April 24<sup>th</sup> (Book Project Due)

- Joseph Farrell, “Equality of Education: Six Decades of Comparative Evidence Seen from a New Millennium.” 149-174.

April 26<sup>th</sup>

- Daniel Schugurensky, “Higher Education in the Era of Globalization: Toward a Heteronomous Model?” 293-314.

April 28<sup>th</sup>

- António Teodoro, “The Political Construction of European Education Space.” 445-458.